

HOLLY HILL ELEMENTARY

1490 Brant Avenue PO Box 279

Holly Hill, South Carolina 29059

GRADES K-5 Elementary School

ENROLLMENT 507 Students

PRINCIPAL Carol Szorosy 803-496-5219

SUPERINTENDENT Dr. David Longshore, Jr. 803-496-3288

BOARD CHAIR S. B. Marshall 803-496-3288

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	13	64	51	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes

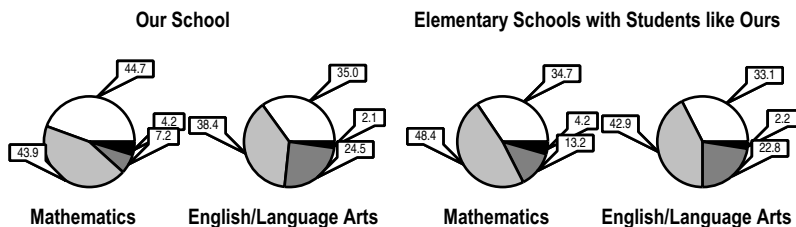
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

67.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	244	100.0	34.9	38.2	24.4	2.5	35.3	Yes	Yes
Gender									
Male	135	100.0	45.0	36.6	16.8	1.5	26.0		
Female	109	100.0	22.4	40.2	33.6	3.7	46.7		
Racial/Ethnic Group									
White	46	100.0	23.3	37.2	32.6	7.0	48.8	Yes	Yes
African-American	193	100.0	37.9	38.4	22.1	1.6	31.6	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	196	100.0	30.4	37.7	29.3	2.6	39.8		
Disabled	48	100.0	53.2	40.4	4.3	2.1	17.0	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	244	100.0	34.9	38.2	24.4	2.5	35.3		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	242	100.0	34.7	38.6	24.2	2.5	35.2		
Socio-Economic Status									
Subsidized meals	215	100.0	36.4	39.2	23.0	1.4	32.1	Yes	Yes
Full-pay meals	29	100.0	24.1	31.0	34.5	10.3	58.6		

Mathematics - State Performance Objective = 15.5%									
All Students	244	100.0	44.5	44.1	7.1	4.2	19.3	Yes	Yes
Gender									
Male	135	100.0	48.9	40.5	6.1	4.6	16.0		
Female	109	100.0	39.3	48.6	8.4	3.7	23.4		
Racial/Ethnic Group									
White	46	100.0	27.9	41.9	14.0	16.3	37.2	Yes	Yes
African-American	193	100.0	48.9	44.7	4.7	1.6	14.2	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	196	100.0	40.8	45.5	8.4	5.2	23.0		
Disabled	48	100.0	59.6	38.3	2.1	0.0	4.3	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	244	100.0	44.5	44.1	7.1	4.2	19.3		
English Proficiency									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	242	100.0	44.9	43.6	7.2	4.2	19.1		
Socio-Economic Status									
Subsidized meals	215	100.0	46.9	44.5	5.7	2.9	16.7	Yes	Yes
Full-pay meals	29	100.0	27.6	41.4	17.2	13.8	37.9		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	86	98.8	21.0	45.7	30.9	2.5	33.3
	Grade 4	94	98.9	54.9	34.1	9.9	1.1	11.0
	Grade 5	104	98.1	64.5	29.0	6.5	N/A	6.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	75	100.0	26.7	28.0	40.0	5.3	45.3
	Grade 4	81	100.0	31.3	43.8	25.0	N/A	25.0
	Grade 5	88	100.0	45.3	44.2	9.3	1.2	10.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	86	100.0	30.5	56.1	7.3	6.1	13.4
	Grade 4	94	100.0	45.7	43.5	8.7	2.2	10.9
	Grade 5	104	100.0	57.9	40.0	2.1	N/A	2.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	75	100.0	37.3	49.3	10.7	2.7	13.3
	Grade 4	81	100.0	45.0	42.5	6.3	6.3	12.5
	Grade 5	88	100.0	50.0	41.9	4.7	3.5	8.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 507)				
First graders who attended full-day kindergarten	98.8%	N/C	100.0%	100.0%
Retention rate	1.5%	Up from 0.2%	3.5%	2.7%
Attendance rate	97.5%	Up from 91.0%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.9%		6.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.3%		5.5%	3.5%
Eligible for gifted and talented	7.7%	Up from 5.1%	5.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.7%	Up from 5.9%	8.0%	8.2%
Older than usual for grade	0.4%	Up from 0.2%	2.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 7.5%	0.0%	0.0%

Teachers (n= 36)				
Teachers with advanced degrees	61.1%	Up from 57.5%	48.7%	51.4%
Continuing contract teachers	83.3%	Down from 87.5%	80.0%	87.5%
Highly qualified teachers**	82.6%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	3.0%		3.2%	0.0%
Teachers returning from previous year	85.8%	Down from 88.2%	83.0%	86.7%
Teacher attendance rate	94.7%	Up from 93.5%	94.7%	94.9%
Average teacher salary	\$42,064	Up 0.6%	\$39,494	\$40,760
Prof. development days/teacher	9.4 days	Down from 9.6 days	13.5 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 18.0 to 1	17.2 to 1	18.9 to 1
Prime instructional time	91.1%	Up from 83.0%	88.9%	90.0%
Dollars spent per pupil*	\$6,562	Up 4.0%	\$6,912	\$6,044
Percent of expenditures for teacher salaries*	62.2%	Down from 62.3%	63.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.2%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	90.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Holly Hill Elementary family is becoming a community of learners as we diligently work to improve student instruction and performance, involve parents, and increase community support. Children and their needs are always put first as we strive to meet our goals.

HHE continues to adhere to a school-wide daily schedule, incorporate character education into instruction, enforce the student discipline code, increase the caliber and amount of time devoted to staff development, provide teachers with common planning periods, and improve school-to-home communication and relationships. Because we are located in a rural area, there is very little exposure to cultural or academic experiences outside the school environment. Therefore, committees ensure that our children have opportunities to participate in numerous cultural and educational activities both on and off campus.

Students are recognized for academic achievement at award programs throughout the year. They are also recognized for participation in altruistic activities. Our school was represented well at the District Science Fair where three class and two individual awards were received. One student was selected to attend the Orangeburg-Calhoun Consortium for the Arts summer program. Two students competed at the regional level of the Readers Digest Word Challenge Contest. One student received the Governor's Citizenship Award. Three students were invited to attend the World Leadership Forum to be held this summer. One student became a published author.

Our mission is to prepare students academically, socially, and emotionally to become productive members of society. Given our level of determination, I am confident that we will meet with success.

Nancy Ludwig, SIC Co-Chairperson
Patricia Watson Brown, SIC Co-Chairperson
Carol Szorosz, Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	36	80	41
Percent satisfied with learning environment	88.6%	77.2%	85.4%
Percent satisfied with social and physical environment	94.3%	75.0%	67.5%
Percent satisfied with home-school relations	57.1%	76.3%	68.3%

*Only students at the highest elementary school grade level at this school and their parents were included.